DOCUMENT RESUME

ED 367 198 FL 800 724

AUTHOR	Berry, Eve; Williams, Molly
TITLE	Teaching Strategies for Multilevel ESL Classes. Facilitator's Guide.
INSTITUTION	Clackamas Community Coll., Oregon City, Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
PUB DATE	92
NOTE	58p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Class Activities; *Classroom Techniques; Community Colleges; *English (Second Language); Journal Writing; Language Teachers; Lesson Plans; *Multilevel Classes (Second Language Instruction); *Teaching Methods; Two Year Colleges
IDENTIFIERS	Clackamas Community College OR

ABSTRACT

A guide for teacher strategies in multilevel English-as-a-Second Language classes, developed at Clackamas Community College, Oregon, is presented. It contains the following materials: time schedule for a one-day workshop; facilitator's annotated agenda; five transparencies, including teaching objectives and sample lesson plans; various handouts, including an orientation activity ("Find Someone Who..."), a Spanish dictated cloze activity ("Ropa Nueva"), clothing flash cards, a song translation activity ("Que Llevas Puesto?"), a multilevel Spanish activity and line drill; and a mind map/evaluation activity. A participant packet includes background reading questions, lesson plans, a guide to independent learning activities, information on dialogue journals and information gap activities, and a description of a game called "Vocabulary Bingo." Contains 30 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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TEACHING STRATEGIES FOR MULTILEVEL ESL CLASSES

FACILITATOR'S GUIDE

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1992
353 Project in Adult Education
State of Oregon
Department of Education
Office of Community Colleges

FL 802724

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FACILITATOR'S GUIDE
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TIME SCHEDULE FOR THE WORKSHOP

3 hours

	TIME	ACTIVITY
	10 MIN.	FIND SOMEONE WHO...
	15 MIN.	INTRODUCTION TO WORKSHOP
	5 MIN.	INTRODUCTORY ACTIVITY - LINE UP BY SPANISH SPEAKING ABILITY. FOLD THE LINE. PARTNERS ARE FORMED.
	25 MIN.	DYADS - BACKGROUND READING. AFTER PARTNERS COMPLETE, GO OVER CRITERIA FOR MULTILEVEL TEACHING STRATEGIES 1. STUDENT MUST FEEL PART OF THE WHOLE GROUP. 2. INDIVIDUAL NEEDS OF STUDENT MUST BE MET.
	15 MIN.	SPANISH LESSON - DICTATED CLOZE, DEBRIEF
	25 MIN	CLASSROOM GROUPINGS DISCUSSION. GROUPS OF FOUR - DISCUSS MODELS OF TEACHING MULTILEVEL CLASSES AND LIST PROS AND CONS OF EACH 1. INDIVIDUAL WORK 2. PAIR WORK 3. SMALL GROUP
	15 MIN.	BREAK

	25 MIN.	BERRY/WILLIAMS CURRICULUM MODELS - PRESENTATION AND DEBRIEF
	10 MIN.	SPANISH CLOTHING SONG
	20 MIN.	LOW LEVEL - INFORMATION GAP ACTIVITY - UNSCRAMBLE CLOTHING WORDS AND FIND PICTURES OF THOSE CLOTHING WORDS. HIGH LEVEL - STRIP STORY - SHOPPING FOR A COAT
	10 MIN.	LINE DRILL - ¿QUE LLEVAS PUESTO?
	5 MIN.	MIND MAP, EVALUATIONS

Before the workshop the facilitator should:

1. Prepare the transparencies.
2. Prepare the Spanish clothing flash cards. Make multiple sets of the cards, at least one set for every four participants.
3. Prepare the strip story "Comprando un Abrigo." Cut up the picture sequences and the sentence strips. Put the pictures and sentences in envelopes. Make one set for every four participants.
4. If you have examples of the books listed in the curriculum guide, collect them for the participants to browse through.

FACILITATOR'S ANNOTATED AGENDA

OPENING ACTIVITY
10 minutes
Handout #1

As participants enter the workshop, give them the **FIND SOMEONE WHO...** handout. Instruct them that they need to know about all of the items in the handout before the workshop begins. They can find out these items by talking to the other participants. If a participant is an experienced teacher and knows about all of the items, he/she can be a resource for inexperienced teachers.

INTRODUCTION TO THE WORKSHOP
15 minutes
Transparency #1

Introduce yourself and share the goals and objectives of this workshop with participants. Go over items on the **Find Someone Who...** activity which participants may not know. In this workshop, participants will be experiencing a dictated cloze, a line drill, and a variation of a strip story.

LINE UP ACTIVITY
5 minutes

Introduce this activity by discussing initial assessment and placement in a multilevel class. One way to assess students' levels of proficiency is to ask the students themselves how much English they know and line up by their English proficiency. Have the participants think about how much Spanish they know and line up by their Spanish proficiency, from beginning to advanced. Once the participants have lined up, have them count off in Spanish (uno, dos, tres, etc.). Then, fold the line, with the most advanced participant paired with the lowest level participant. Pairs are formed and take their seats.

BACKGROUND READING - The Causes of Multilevel ESL Classes
25 minutes
Participant packets

Give each participant a packet. Direct them to the Background Reading. Each pair should decide who will be A and who will be B. Partners A and B should read the background information questions first, before reading the entire selection. They should read for specific information to answer the questions. Tell participants that they should both read

the introduction. Partner A begins reading at the first dotted line and finishes at the second dotted line. Partner B begins reading at the second dotted line and reads until the end. When they have finished answering their questions, they teach their partner what they have learned. If the group is very large, the participants can be grouped in fours and two people are responsible for A, and two people are responsible for B.

When the majority of the group is finished, summarize the reading by focusing on the last two questions for B.

What kinds of activities are best for a multilevel class?
Activities which are student centered. Traditional language drills that are teacher directed will not work with multilevel classes. For the majority of the students these drills will be too difficult or too easy.

What are the two criteria for an ESL lesson that meets the needs of students with different levels of proficiency?
Students need to feel a part of a class as a whole and at the same time have their individual needs met.

Explain to the participants that they will experience some activities in Spanish which satisfy these two criteria.

SPANISH DICTATED CLOZE - Ropa Nueva
15 minutes
Handout #2
Clothing Flash Cards

Have clothing flash cards prepared (see Appendix #1) with the name of the article of clothing in Spanish on the back of the flash card. Hold up the flash cards one at a time and elicit the names of the clothing from the entire group. Have the beginning level Spanish students raise their hands and give them three or four clothing flash cards. Explain to them in Spanish that when they hear the name of that piece of clothing, they should hold up the card. Practice this a few times. Ask the rest of the class if they want the intermediate or advanced exercise and give them Handout #2, Ropa Nueva, either the intermediate or advanced version. They should have the cloze selection right side up. Explain to them in Spanish that they should fill in the blank with the word that they hear. If there are very advanced Spanish speakers in the group, they can transcribe the entire selection. Read the selection slowly, checking that the beginning students are showing the appropriate flash card. Ask the beginning students if they want more cards or if they want to try the dictated cloze and ask the intermediate students if they want the advanced cloze.

Then, read the selection again.

Debrief this activity by first asking the beginning students how they felt. Did they underestimate their Spanish ability and want something more difficult the second time? What was the selection about? Ask the intermediate/advanced students how the activity was for them. Too easy? Too difficult? Did they help their partner translate or choose the appropriate card to hold up?

Explain to the group that this is one activity that can be done with an entire ESL class, especially one where there are illiterate students. The illiterates can hold up the cards, while the more literate students can do the cloze procedure.

This activity was adapted from:
Bohlman, Carolyn and Porter, Catherine (1990). *The Uncle Sam Activity Book*. Glenview, IL: Scott, Foresman and Co.

CLASSROOM GROUPINGS DISCUSSION
25 minutes

Have each pair of participants join with another pair to form groups of four. The purpose of this discussion is to find out the advantages and disadvantages of grouping students individually, in pairs (both like-ability and cross-ability) or small groups. Assign each group all of the groupings to discuss, or if time is short, assign each group one or two types of groupings. Each group should select a recorder, timekeeper, gatekeeper (keeps everyone on task, makes sure everyone gives input) and spokesperson. When they finish their discussion, the spokesperson is to report the results of their discussion to the entire class.

On an overhead record the results of each discussion group. Some important points that should be brought up are summarized below.

Individual Work

Advantages - accommodates different levels, self-pacing, rewarding for the students, good for reading and writing practice, the responsibility for the learning is on the student.
Disadvantages - students don't feel part of a group, lots of preparation time is involved for the teacher, no speaking of the language is done, ESL students sometimes have trouble learning this way.

Pair Work

Advantages - great for verbal interaction, students use a lot of formulaic speech, (turn taking, asking for repetition and clarification, etc.), any task that students might attempt individually can become more useful and more communicative when attempted with a partner, a task that is overwhelming to an individual seems much easier if attempted with a partner. With like-ability pairs accuracy can be worked on with information gaps, dialogues, role plays and interviews. With cross-ability pairs, fluency can be improved. Higher level students must make themselves understood to lower level students and lower level students can learn from their higher level peers.

Disadvantages - Students sometimes feel they need direction from the teacher, some students came to class with a "buddy" and don't like to be separated from them, one student tends to dominate in a pair, it is difficult to mix up some cultural groups.

Small Groups

Advantages - cooperative learning activities can be done, problem solving exercises, students develop trust in each other, group interaction language is practiced (interrupting, turn taking, etc.).

Disadvantages - more verbal students tend to dominate, problems with mixing cultural groups.

At the end of this discussion, emphasize that developing a group feeling with an entire class is important, especially with the potential for conflict in a multilevel setting. The teacher should first build up a sense of group feeling and second, ensure that a variety of groupings are used. Also, be sure to group students not only by ability levels, so that beginning and intermediate/advanced students work with and across ability levels.

BREAK
15 MINUTES

BERRY/WILLIAMS MODELS FOR MULTILEVEL ESL CLASSES
25 minutes
Transparencies #2,3,4,5

Now you are going to show the participants part of a curriculum for multilevel ESL classes. Transparency #2 is the "template" for the curriculum. It shows the basic structure of the lessons. Note where the instructor is for each activity. Show the three lesson plans from the multilevel curriculum, and discuss the activities for each lesson. Emphasize the fact that both whole group activities and activities that are geared for each student's level are

presented with each lesson. Also, different learning styles are addressed with the different types of activities in each lesson.

SPANISH SONG - ¿QUE LLEVAS PUESTO?
10 minutes
Handout #3

Sing the song "¿Que llevas puesto?" from *Learning Basic Skills Through Music* by Hap Palmer. Note how the lower level students ask the higher level students the meaning of some vocabulary.

MULTILEVEL SPANISH ACTIVITY
20 minutes
Handout #4 (beginning level)
Handout #5 (intermediate/advanced level)

Move the low level students to one side of the room and the intermediate/advanced students to the other side. Divide the low level students into pairs and give them the information gap "Falta de Informacion." They are instructed to dictate the letters of the scrambled words to their partner. If they know the Spanish alphabet, they can dictate the letters in Spanish. If they do not know the alphabet, tell them they can use English. In an ESL class, however, it is assumed that the students have already learned the English alphabet. When all of the letters of the words have been dictated, they must unscramble the letters to form clothing words. All of the words used are ones previously used in the dictated cloze. When the pairs are finished, they can compare the answers with other pairs.

Divide the intermediate/advanced level students into groups of three or four. They are to match the pictures to the phrases of "Comprando un Abrigo" and put them in chronological order. When the groups are finished, give them the answer key.

Circulate and assist groups which are unsure on the instructions.
Debrief this activity by first telling how you felt managing two activities at once. Then ask the participants for their reactions, especially to working in small groups and in pairs.

LINE DRILL
10 minutes

Explain to participants that they are going to be in a line drill, in order to practice some of the Spanish that they have learned. Write on the board the dialogue:

A: ¿Que llevas puesto?
B: Traigo _____.

Line up participants in two lines, facing each other. One line is A (¿Que llevas puesto?) and the other line is B (Traigo _____). The B line is to respond with what they are wearing today. Each facing pair repeats the dialogue once. Then, the end person from line A moves to the other end of the same line, and different pairs are formed. The dialogue is repeated again. This continues until half of line A has moved. Then, each line switches roles and line A participants continue moving to the other end of the same line.

CLOSING ACTIVITY - MIND MAP, EVALUATIONS
5 minutes

Draw on the board a circle with the words "Multilevel ESL Classes" written in the center of the circle. Ask participants to reflect on what they learned in the workshop today and as topics are elicited, write those on "spokes" from the circle. Be sure that the following is mentioned: A successful lesson for a multilevel ESL class includes activities that make the student feel part of the large group and meets his/her individual needs.

Participants should fill out evaluations forms before leaving.

TEACHING STRATEGIES FOR MULTILEVEL ESL CLASSES

TRAINING GOAL:

To develop strategies for teaching multilevel ESL classes.

OBJECTIVES:

Upon completion of this workshop, the participants will:

* recognize the causes of multi-level classes.
* have learned some strategies for dealing with multi-level classes.
* have experienced techniques that can be used in multi-level classes.

MULTILEVEL ESL CLASS
SAMPLE LESSON PLAN

Multilevel ESL
Transparency #2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Jazz Chants, Songs, Games, etc.</td></tr>
<tr><td>Instructor works with students.</td><td>Students work individually, in pairs or small groups.</td></tr>
<tr><td>Students work individually, in pairs or small groups.</td><td>Instructor works with students.</td></tr>
<tr><td colspan="2">Whole Group Activity
Jazz Chants, Songs, Games, etc.</td></tr>
</table>

Topic: HEALTH/MEDICAL Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals
Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"I Feel Terrible" from Jazz Chants for Children, p. 71.</td></tr>
<tr><td>Instructor works with students.

Teach simple ailments. (headache, stomachache, earache, backache).
Use English for Adult Competency, Book 1, p. 47-48, for pictures.</td><td>Students work individually, in pairs or small groups.

Play "Circle Remembering Game".
1st person acts out a symptom. The group guesses. (i.e. student 1 coughs) 2nd person says, "She has a cough and I ..(acts out another symptom...headache.)
3rd person - points to student 1 and says, "She has a cough," points to student 2 and says, "he has a headache, and I ...(acts out).
Continue around the group, adding one more ailment to remember.</td></tr>
<tr><td>Students work individually, in pairs or small groups.

One student pantomines a symptom. Another asks the group, "What's the matter?" and everyone guesses what's wrong.
Then, in pairs, ask and answer "What's the matter?" using the visual provided above.</td><td>Instructor works with students.

Using English for Adult Competency, p. 54, discuss what's the matter and what various solutions can be to those ailments.</td></tr>
<tr><td colspan="2">Whole Group Activity
Line Drill "What's the matter?" Students are given pictures of ailments for cues.</td></tr>
</table>

Topic: CLOTHING/SHOPPING Day 2

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity *Look Again Pictures* #3 "A Clothing Sale" In pairs, students find eight differences in the pictures.	
Instructor works with students. Brainstorm clothes worn in each season. Review is/are usage. Practice sentences like "Pants are worn in the winter. A bathing suit is worn in the summer." Ask, "How much are your pants?" "How much is your shirt?" etc.	Students work individually, in pairs or small groups. In pairs, write a conversation in a store. Teacher hands out situational cards and students write dialogue to explain that situation. Ex. One student wants to return a sweater because it is the wrong size.
Students work in pairs and do the information gap exercise from *English for Adult Competency: Book 1*, p. 115. Pairs ask each other "How much is the shirt?" "Cash or charge?"	Instructor works with students. Using *Look Again Pictures,* p.16, teach frequency adverbs.
Whole Group Activity Pick a student's name from a hat. Draw that student. Write a brief description of the clothing and everyone tries to guess whom the picture depicts.	

Topic: CALENDAR/TIME/WEATHER Day 3

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "It's a Nice Day Today, Isn't It?" from *Small Talk*, p. 55.	
Instructor works with students. Teach months and seasons. Guessing Game - "When is your birthday?" Students ask yes/no questions to try to guess another's birthday. Ex. Is it in December?	Students work individually, in pairs or small groups. Choose two of the following: "A Rainy Day," "A Beautiful Day," "A Windy Day," "A Snowy Day," "A Foggy Day," and "A Sunny Day," from *Action English Pictures*, p. 103-109. Students are given one sequence each. They write sentences for each picture in the sequence, then exchange pictures and sentences with other students and each tries to match the sentences to the pictures.
Students work individually, in pairs or small groups. Conversation matrix: Months and Seasons	Instructor works with students. Concentrating on the future tense, discuss activities appropriate for each season. "In the winter, I'm going to go skiing." "In the summer, I will learn to swim."
Whole Group Activity The sequences from *Action English Pictures* used with the intermediate/advanced group are presented. Pair up beginners with more advanced students. Then instructor reads a sentence and students tell which picture goes with the sentence.	

FIND SOMEONE WHO...

Multilevel ESL
Handout #1

FIND SOMEONE WHO CAN TELL ABOUT EACH OF THESE ITEMS. WRITE HIS/HER NAME IN THE SQUARE.

A JIGSAW ACTIVITY	JAZZ CHANTS	A STRIP STORY	A LINE DRILL
THE LANGUAGE MASTER	AN INFORMATION GAP ACTIVITY	DIALOGUE JOURNALS	TPR
THE TEXTBOOK LOOK AGAIN PICTURES.	A DICTATED CLOZE EXERCISE	A CONVERSATION MATRIX	VOCABULARY BINGO

ROPA NUEVA

María y Jose tienen que comprar ropa nueva para la escuela. Ellos van a J.C. Penneys. María necesita una blusa, _____ falda, un vestido y calcetines nuevos. Jose necesita pantalones, _____ camiseta, un sueter y zapatos nuevos.

María se prueba _____ blusas, y compra una blusa roja. Se prueba _____ faldas, y compra una falda blanca. Tambien compra un _____ amarillo y calcetines azules.

Jose se prueba tres pares _____ pantalones y compra pantalones negros. Se prueba dos _____ y compra una camiseta morada. Tambien compra un sueter _____ y zapatos negros.

María y Jose estan felices porque ya tienen ropa nueva para la escuela!

ROPA NUEVA

María y Jose tienen que comprar ropa nueva para la escuela. Ellos van a J.C. Penneys. María _____ una blusa, _____ falda, un _____ y calcetines nuevos. _____ necesita pantalones, _____ camiseta, un _____ y zapatos nuevos.

María se prueba _____ blusas, y _____ una blusa roja. Se prueba _____ faldas, y compra _____ falda blanca. _____ compra un _____ amarillo y _____ azules.

Jose se _____ tres pares _____ pantalones _____ compra pantalones _____. Se prueba dos _____ y compra _____ camiseta morada. Tambien _____ un sueter _____ y zapatos _____.

María y Jose estan felices porque ya tienen ropa nueva para la escuela!

ROPA NUEVA

María y Jose tienen que comprar ropa nueva para la escuela. Ellos van a J.C. Penneys. María necesita una blusa, una falda, un vestido y calcetines nuevos. Jose necesita pantalones, una camiseta, un sueter y zapatos nuevos.

María se prueba dos blusas, y compra una blusa roja. Se prueba cuatro faldas, y compra una falda blanca. Tambien compra un vestido amarillo y calcetines azules.

Jose se prueba tres pares de pantalones y compra pantalones negros. Se prueba dos camisetas y compra una camiseta morada. Tambien compra un sueter cafe y zapatos negros.

María y Jose estan felices porque ya tienen ropa nueva para la escuela!

¿QUE LLEVAS PUESTO?

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Los que llevan camisa, parense.
Los que llevan camisa, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Las que llevan vestido, parense.
Las que llevan vestido, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Los que llevan pantalones, parense.
Los que llevan pantalones, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Si llevan suéter, parense.
Si llevan suéter, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan falda y blusa, parense.
Si llevan falda y blusa, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan zapatos, parense.
Si llevan zapatos, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Si llevan cinto, parense.
Si llevan cinto, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan chaqueta, parense.
Si llevan chaqueta, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan calcetines, parense.
Si llevan calcetines, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

QUE LLEVAS PUESTO? - TRANSLATION

¿Que llevas puesto?
What are you wearing?
(Idiomatic expression)
¿Que llevas puesto?
¿Que llevas puesto ahora?
What are you wearing now?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Los que llevan camisa, parense.
Those that are wearing a shirt,
stand up.
Los que llevan camisa, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Las que llevan vestido, parense.
(dress)
Las que llevan vestido, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Los que llevan pantalones, parense.
(pants)
Los que llevan pantalones, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Si llevan suèter, parense.
(sweater)
Si llevan suèter, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan falda y blusa, parense.
(skirt and blouse)
Si llevan falda y blusa, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan zapatos, parense.
(shoes)
Si llevan zapatos, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

Si llevan cinto, parense.
(slang for belt - cinturon)
Si llevan cinto, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan chaqueta, parense.
(jacket)
Si llevan chaqueta, parense.

La la la la la la la, la la.
La la la la la la la, la la.

Si llevan calcetines, parense.
(socks)
Si llevan calcetines, parense.

La la la la la la la, la la.
La la la la la la la, la la.

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?
¿Que llevas puesto?
¿Que llevas puesto?
¿Que llevas puesto ahora?

FALTA DE INFORMACION

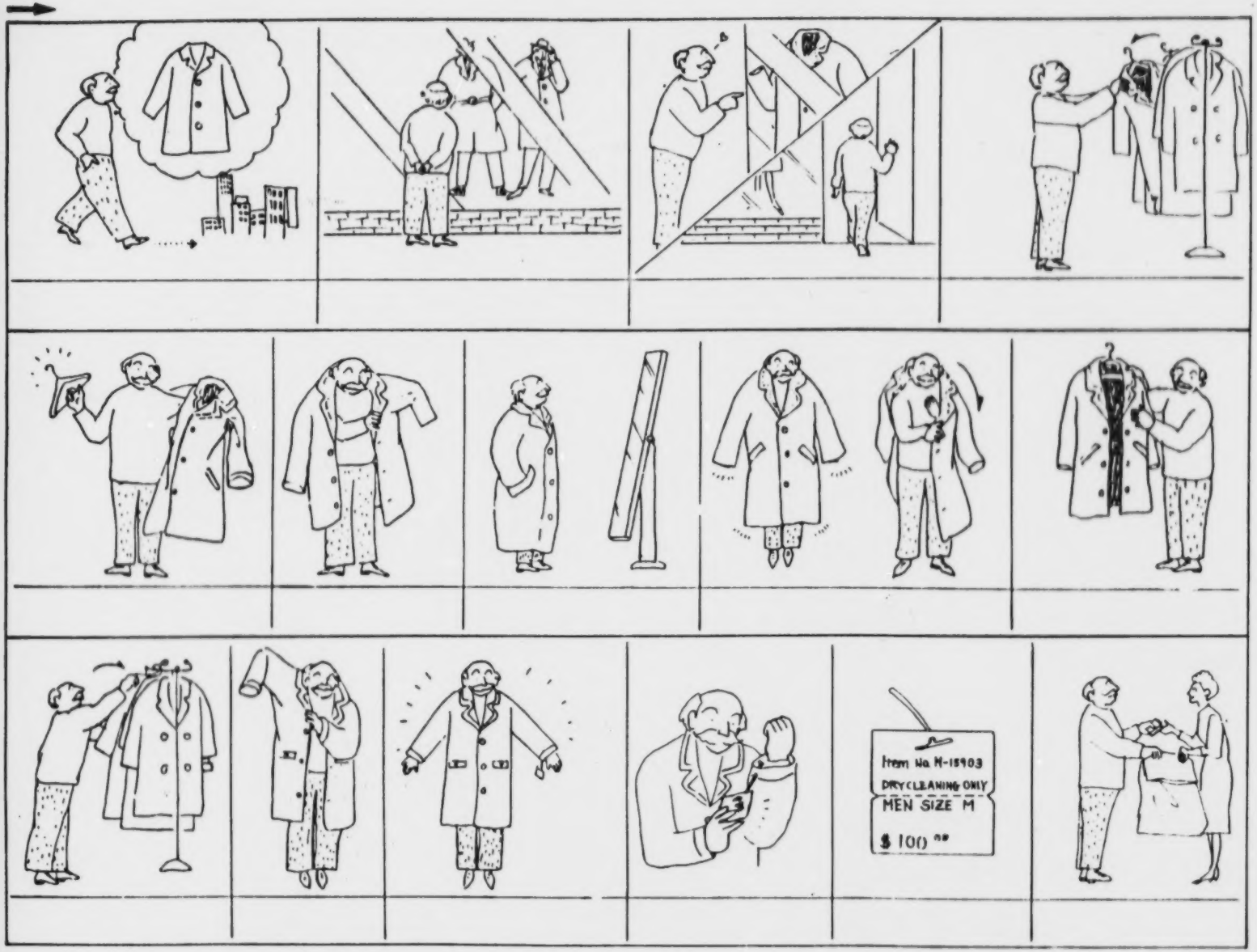
Dicta las letras revueltas a tu compañero. Cuando termines, ordena las letras para formar palabras de ropa.

Compañero A	Compañero B
1. aptsoza	1. _____
2. _____	2. tuesre
3. alubs	3. _____
4. _____	4. sleccitane
5. daafl	5. _____
6. _____	6. dotsive
7. solpenatan	7. _____
8. _____	8. asimatec

COMPRANDO UN ABRIGO

Multilevel ESL
Handout #5
Intermediate/Advanced Level

1. Necesitas un abrigo.
2. Ves un abrigo en el aparador.
3. Te gusta un abrigo. Entra en la tienda.
4. Escoge un abrigo.
5. Descuelgalo del gancho.
6. Pruebatelo.
7. Vete en el espejo.
8. Te queda grande. Quítatelo.
9. Cuelgalo.
10. Cuelgalo otra vez.
11. Pruebate otro.
12. Te queda bien.
13. Ve el precio.
14. Cuesta cien dolares.
15. Pagalo.



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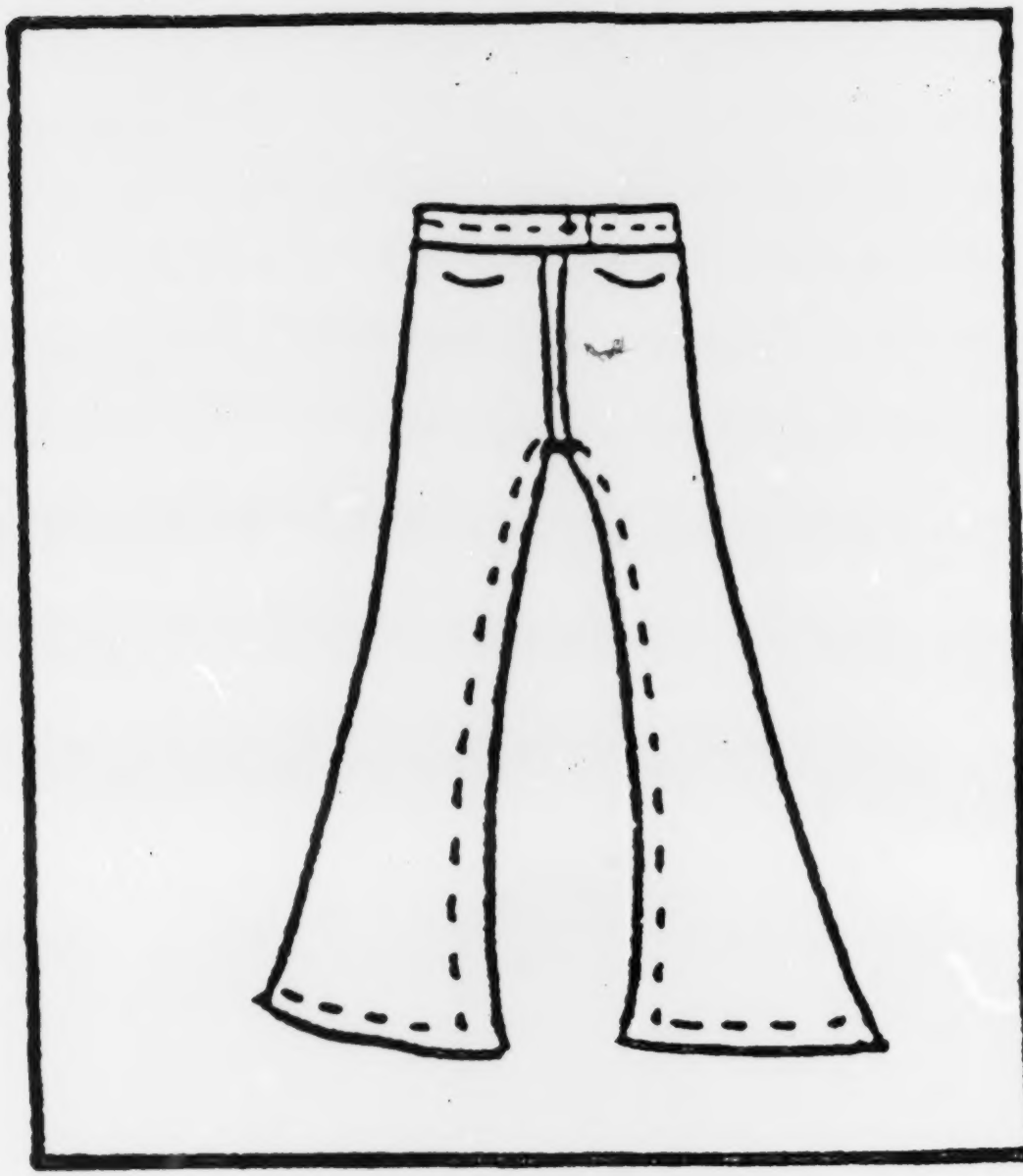
Multilevel ESL
Handout #5
Intermediate/Advanced Level

APPENDIX #1
CLOTHING FLASHCARDS

These flashcards should be duplicated so that each beginning level participant gets four. Glue them onto index stock paper and write the Spanish word on the back of the card.

Pants - Pantalones
T-Shirt - Camiseta
Dress - Vestido
Skirt - Falda
Blouse - Blusa
Shoes - Zapatos
Socks - Calcetines
Sweater - Sueter



Facilitator's Guide, p. 26

Facilitator's Guide, p. 27

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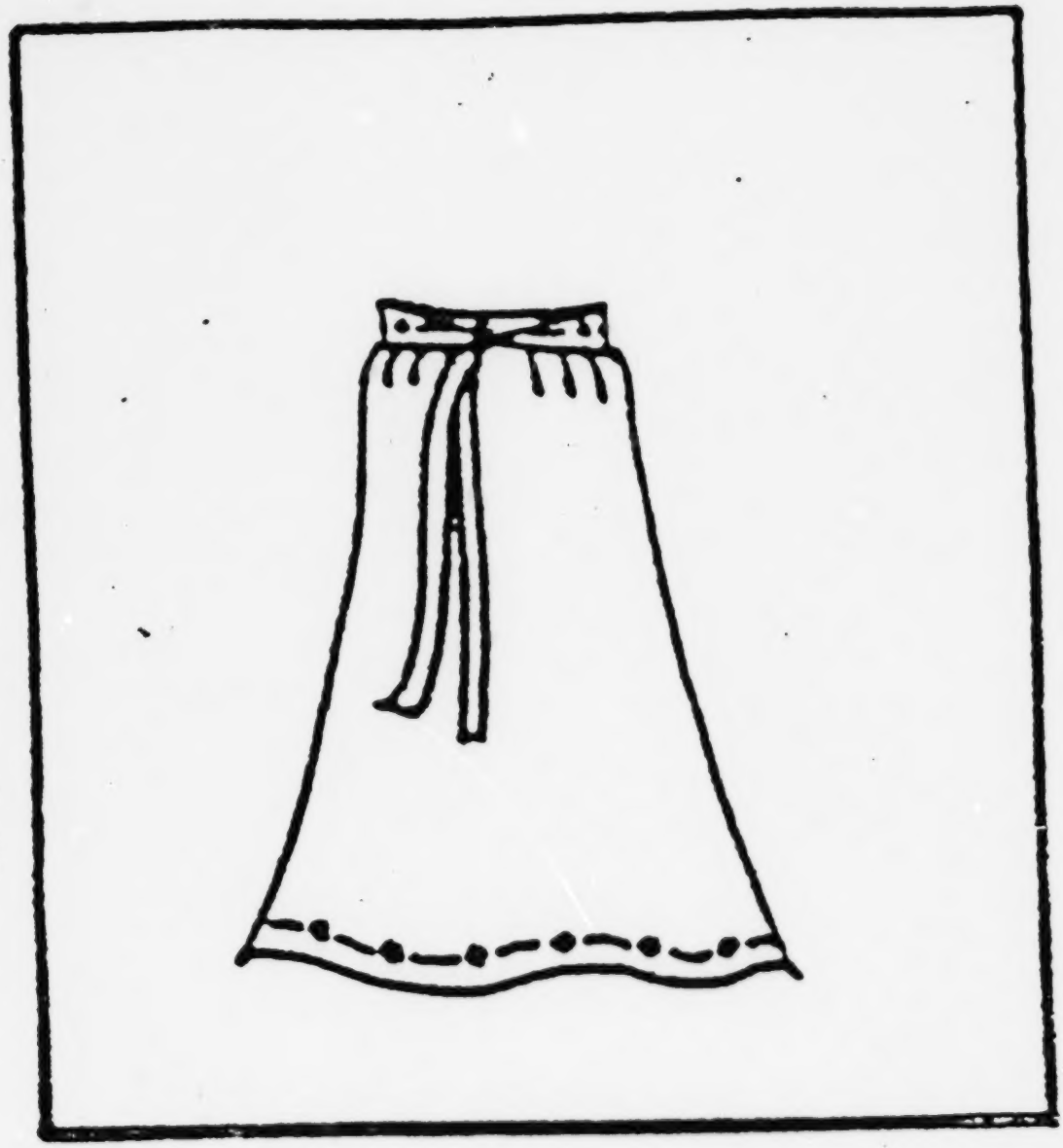
Facilitator's Guide, p. 29



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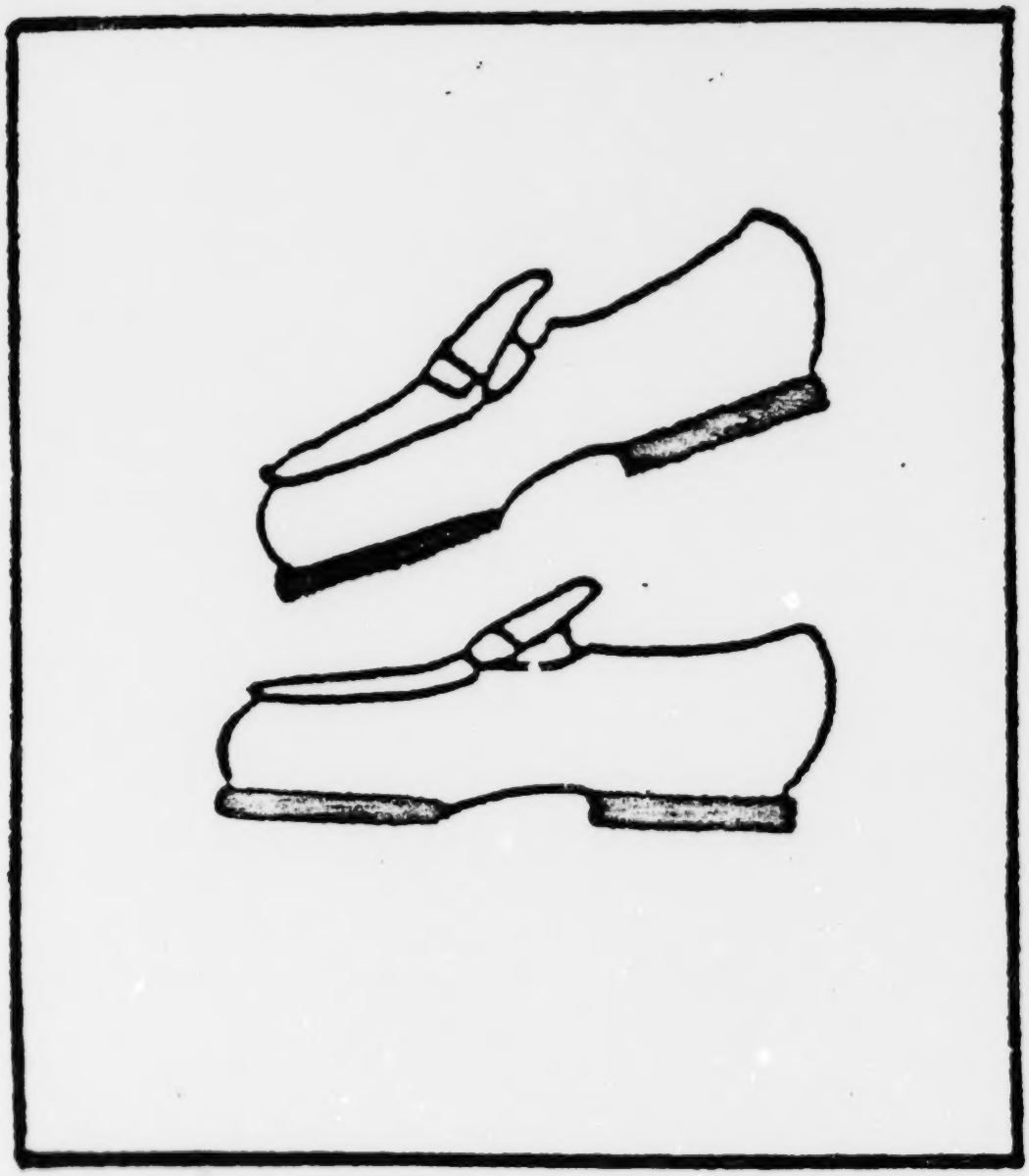
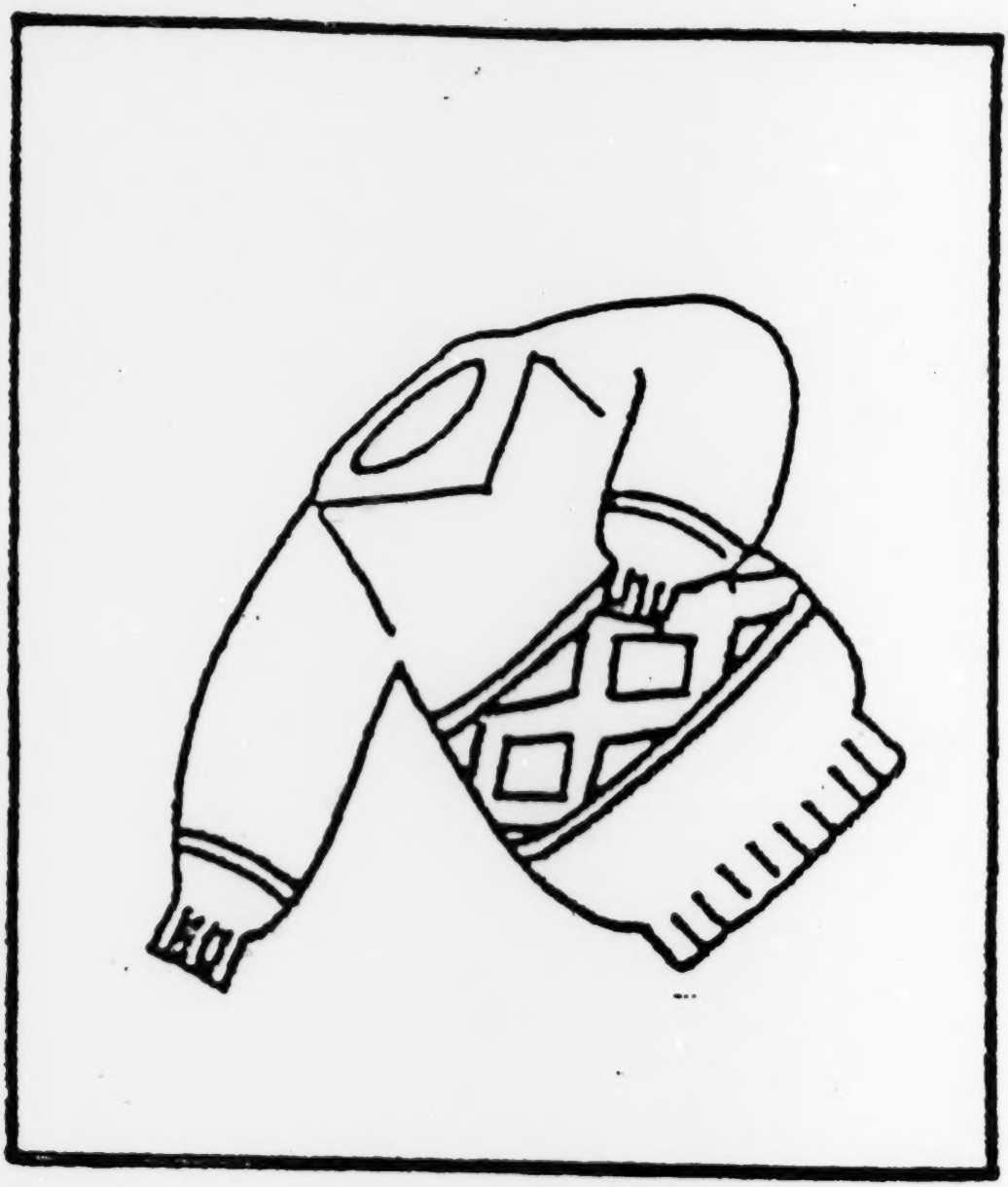


Facilitator's Guide, p. 32



TEACHING STRATEGIES FOR MULTILEVEL ESL CLASSES

Participant's Packet

TRAINING GOAL: To develop strategies for teaching multilevel ESL classes.

OBJECTIVES: Upon completion of this workshop, the participants will:

* recognize the causes of multi-level classes.
* have learned some strategies for dealing with multi-level classes.
* have experienced techniques that can be used in multi-level classes.

Developed by:

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BACKGROUND READING QUESTIONS
PARTNER A

1. Why are open entry-open exit classes common in adult ESL?

2. If students are tested and placed in an appropriate level class, why is the class still multilevel?

3. What kind of teaching strategies are best for open entry-open exit classes?

4. What is the main cause of differences in literacy levels?

5. What skills do literate students have that help them in the learning of a language?

6. What are the three types of students who are lacking in literacy skills?

7. What is one way to organize an ESL class that includes literate and nonliterate students?

8. What is one seating arrangement for a multi-literacy level class?

BACKGROUND READING QUESTIONS
PARTNER B

1. How do different ages of students contribute to a multilevel class?

2. What cultural considerations are important in a multi-age level class?

3. What are some classroom management techniques that the teacher can use to help with older students' self-esteem?

4. Even if all the students in an ESL class are from the same country, how could they be culturally different?

5. Why would students from an urban background tend to dominate an ESL class?

6. What must the ESL teacher do when there are students from different cultures in the classroom?

7. What kinds of activities are best for a multilevel class?

8. What are the two criteria for an ESL lesson that meets the needs of students with different levels of proficiency?

BACKGROUND READING

Partners A and B both read the introduction.
Introduction

Most adult ESL classes consist of students from different backgrounds with a wide variety of language needs. Some ESL teachers have the luxury of teaching at a site where students are assessed and placed in an appropriate level. Other, less fortunate ESL teachers have all levels of students in one class at the same time. This is what is traditionally called a "multilevel ESL class." Many ESL teachers contend that there is no such thing as a truly homogeneous ESL class; every adult ESL class is a multi-level class. This is caused by a variety of factors.

No one ESL class consists of students who all have the exact same level of proficiency. The usual practice is to "teach to the middle" or to aim the instruction at the largest number of students. These strategies tend to frustrate the class. It either moves too slow or too fast for many students, and they drop out.

****

Partner A begins reading here.

Open Entry-Open Exit Programs

Open entry-open exit programs are quite common in adult education ESL classes. This is due to the fact that adult education programs are set up to enroll all students whenever they come to class. These students do not fit the typical college student profile; they have no idea about quarters or terms; they come to class when they move into the area or feel the need to learn English. Sometimes there are testing procedures to place the student according to level, but there may be only a limited number of levels, or there may be only one class. Since a student may enter at any time, others who might have been at the same level as the new student several weeks ago, may now be more advanced due to several weeks of instruction. The problem would still exist if students can enter only at specified times; new students will be less advanced than those already in class.

For the teachers and students this situation is very frustrating. Teachers need to continually readjust their goals and establish group rapport, and this can affect the students.

Traditional teacher-centered strategies are not very effective with these types of classes. Teachers need to be free so that they can concentrate their energies where they can be most beneficial. Strategies for these classes may include grouping students for peer tutoring

or small-group activities, the use of self-directed teaching modules, or the use of specific activities geared for the different levels of the students in the classroom.

Literacy Levels of Students

Students are usually not placed in ESL classes by their literacy levels, so an ESL class may contain students with various degrees of literacy skills. Differences in literacy skills are often the result of differences in educational backgrounds. More educated students possess more literacy skills, and therefore have better strategies for learning (taking notes, copying off the board, studying at home) than students who are lacking in literacy skills. Students with literacy skills can take advantage of visual cues for words in addition to aural cues. Differences in literacy skills will yield different rates of learning, creating a multilevel situation almost immediately.

There are different types of students who are lacking in literacy skills. Some students never learned to read and write their native language. Some students have had little or no education in their native country, and can read very little of their native language. Some students speak a language that uses a non-Roman language and therefore cannot read English, but can read their own language. All of these students have different literacy needs. It is usually not feasible to establish a separate literacy class due to the small number of students in need of such instruction.

It is still possible to include these students in an ESL class with literate students, as long as activities and materials are employed that allow the students to use and develop the skills they already possess. Whole group activities that emphasize oral skills can be utilized, with small groups formed later to work on literacy, reading and writing. Students can be seated in the classroom so that the nonliterates are in front and the teacher can monitor their work more closely. Peer tutors can also be used, where more advanced students help the nonliterates with basic writing and reading skills.

Partner A stops reading here.

****

Partner B begins reading here.

Age of Students

Adult ESL classes usually have students from ages 18 to 65 or older. The different ages can contribute to a multilevel class, also. The younger students, less threatened by the learning situation and cultural norms, usually progress more rapidly than the older ones. If the younger students are allowed to dominate the class, problems of a sensitive cultural

nature can surface. The older students may feel ashamed because they do not learn as fast as the younger ones. This can be even worse if members of the same family are in the class together.

The teacher must try to preserve the natural cultural roles in the classroom, while meeting the instructional needs of the students. Some simple classroom management techniques can help this. The teacher could have the older students take roll, hand out papers or collect homework, or the teacher may give older students the opportunity to answer first.

Different Cultural Groups

The norm for ESL classes is the presence of different cultures in one class. Students may come from different countries, from different regions within a country, or from different social and economic classes. These group differences may surface as a natural antagonism between cultural groups.

Students from urban and rural backgrounds will require different contexts for learning. Students from rural backgrounds may need encouragement to become contributing members of the class. Students from urban backgrounds are generally more sophisticated and usually more educated. Thus, they tend to dominate the class more. The teachers should help all the students to be participating members of the class. Choice of classroom activities that give all students chances to participate will help in these aims.

Antagonism between groups will always cause some friction, but the problem is worse if one group turns out to be more proficient in English than the other. Again, all must be encouraged to be important, contributing members of the class.

Conclusion

All of the above factors point to the use of student-centered activities to deal with a multilevel class. Individualization of instruction geared to the proficiency and needs of the students is indicated. But, keep in mind that individualization does not mean isolation. The teacher needs to plan a cohesive lesson where each student feels a part of a larger group, and at the same time meets his/her needs as a person apart from the group.

Arsdall, Faye Van, "Teaching the Multilevel Class," *Adult ESL Instruction: A Challenge and a Pleasure.* Lucy M. Guglielmino and Arthur W. Burrichter, eds. Florida Department of Education, 310 Project.

Behrens, Sophia, ed. (1983). *From the Classroom to the Workplace: Teaching ESL to Adults.* Washington, DC: Center for Applied Linguistics.

MULTILEVEL ESL CLASS
SAMPLE LESSON PLAN

Topic: HEALTH/MEDICAL Day 2

Beginning Level	Intermediate/Advanced Level
Individual Work - Dialogue Journals Instructor works with nonliterates on literacy.	
Whole Group Activity "I Feel Terrible" from *Jazz Chants for Children*	
Instructor works with students. Teach simple ailments. (headache, stomachache, earache, backache). Use *English for Adult Competency*, Book 1, page 47-48, for pictures.	Students work individually, in pairs or small groups. Play "Circle Remembering Game". 1st person acts out a symptom. The group guesses. (i.e. student 1 coughs) 2nd person says, "She has a cough and I ..(acts out another symptom...headache.) 3rd person - points to student 1 and says, "She has a cough," points to student 2 and says, "He has a headache, and I ...(acts out). Continue around the group, adding one more ailment to remember.
Students work individually, in pairs or small groups. One student pantomines a symptom. Another asks the group, "What's the matter?" and everyone guesses what's wrong. Then, in pairs, ask and answer "What's the matter?" using the visual provided above.	Instructor works with students. Using *English for Adult Competency,* page 47-48, discuss what's the matter and what various solutions can be to those ailments.
Whole Group Activity Line Drill "What's the matter?" Students are given pictures of ailments for cues.	

Topic: CLOTHING/SHOPPING Day 2

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
Look Again Pictures #3 "A Clothing Sale"
In pairs, students find eight differences in the pictures.</td></tr>
<tr><td>Instructor works with students.

Brainstorm clothes worn in each season. Review is/are usage. Practice sentences like "Pants are worn in the winter. A bathing suit is worn in the summer."
Ask, "How much are your pants?"<br>"How much is your shirt?"
etc.</td><td>Students work individually, in pairs or small groups.

In pairs, write a conversation in a store. Teacher hands out situational cards and students write dialogue to explain that situation.
Ex. One student wants to return a sweater because it is the wrong size.</td></tr>
<tr><td>Students work in pairs and do the information gap exercise from English for Adult Competency: Book 1, p. 115. Pairs ask each other "How much is the shirt?" "Cash or charge?"</td><td>Instructor works with students.

Using Look Again Pictures, p.16, teach frequency adverbs.</td></tr>
<tr><td colspan="2">Whole Group Activity
Pick a student's name from a hat. Draw that student.
Write a brief description of the clothing and everyone tries to guess whom the picture depicts.</td></tr>
</table>

Topic: CALENDAR/TIME/WEATHER Day 3

<table>
<tr><th>Beginning Level</th><th>Intermediate/Advanced Level</th></tr>
<tr><td colspan="2">Individual Work - Dialogue Journals

Instructor works with nonliterates on literacy.</td></tr>
<tr><td colspan="2">Whole Group Activity
"It's a Nice Day Today, Isn't It?" from Small Talk, p. 55.</td></tr>
<tr><td>Instructor works with students.

Teach months and seasons.

Guessing Game - "When is your birthday?"
Students ask yes/no questions to try to guess another's birthday.
Ex. Is it in December?</td><td>Students work individually, in pairs or small groups.

Choose two of the following: "A Rainy Day," "A Beautiful Day," "A Windy Day," "A Snowy Day," "A Foggy Day," and "A Sunny Day," from Action English Pictures, p. 103-109. Students are given one sequence each. They write sentences for each picture in the sequence, then exchange pictures and sentences with other students and each tries to match the sentences to the pictures.</td></tr>
<tr><td>Students work individually, in pairs or smal' groups.

Conversation matrix: Months and Seasons</td><td>Instructor works with students.

Concentrating on the future tense, discuss activities appropriate for each season.
"In the winter, I'm going to go skiing."
"In the summer, I will learn to swim."</td></tr>
<tr><td colspan="2">Whole Group Activity
The sequences from Action English Pictures used with the intermediate/advanced group are presented. Pair up beginners with more advanced students. Then instructor reads a sentence and students tell which picture goes with the sentence.</td></tr>
</table>

SOLOS - INDEPENDENT LEARNING ACTIVITIES

One way to manage a multilevel class is to have the students work on independent learning activities that are appropriate to their levels. While the teacher is working with one group, the other group may choose different activities and work in pairs or individually.

Organizing and developing materials for these types of activities cannot be done overnight. However, once these materials are developed, they can be used over and over again. Keep in mind the objectives of the class when developing these materials. Many activities can revolve around basic survival skills; others can focus on pre-vocational and vocational skills; still others can be used for development of reading and writing skills. The success of these activities is contingent on them being of high interest to the students and at the appropriate levels.

It is helpful to label or code papers in some way to make refiling them easy for the students or the teacher. It is also helpful to have them laminated so that they can withstand a lot of use. Answer keys are essential so that the exercises will be self-correcting. It is important that these activities not be overused, or they lose their effectiveness.

Listening Activities

Language Masters are available in many programs and schools. They are machines into which large cards are inserted and a magnetic tape is read, much like a tape recorder. These are excellent for vocabulary practice. Cut pictures out of *Basic Vocabulary Builder* and paste onto the front of the card. Write the word on the back of the card. Record the word onto the tape (the directions for doing this are included in the Language Master manual). Students then can look at the picture, listen to the word, and write it down in their notebooks for future practice. The student can also record his/her own voice, play it back and compare it to the teacher's voice. Numbers, colors and the alphabet can also be put on the cards. Short dialogues can be put on the cards, with each line on a separate card. The Language Master is very popular with low level students, because they can work at their own pace and the material is very simple.

Commercial books and tapes can be made available, not unlike a language lab. Students can work in small groups and listen to tapes, following along in books available to them. Some popular, easy to follow books are:

Beginning Level
From the Start
Taking Off
Moving On

Intermediate Level
Whaddaya Say?
Listen and Say It Right in English
Listening in the Real World
Improving Aural Comprehension
Missing Person

Advanced Level
Listening In and Speaking Out
Advanced Listening Comprehension

Short stories can be recorded on tape. A cloze activity, where words are systematically deleted from the story, can then be done by the students as they listen to the tape. Students can play the tape over as many times as they want to complete the exercise. They then correct their own papers with a laminated answer key.

Vocabulary Activities

Students can use flash cards and work in pairs to practice vocabulary development. On one side of the card is a picture, with the word on the other side. This also gives students learning strategies for use at home.

Opposites can be written on two sets of cards, color coding each set. Students can work in pairs or independently and match the words. An answer card should be included so that students can correct their work.

Matching activities can be used. Beginning level students can match the picture to the word or sentence. Higher level students can match words with their definitions.

Reading Activities

Reading passages that are of interest to the students can have words systematically deleted from them. Students read the passage, insert words which seem to fit, and check their work with an answer key. This encourages students to use context clues to derive meaning from text. This can also be done with *Jazz Chants.* Try deleting words that rhyme. Students can then listen to the tape to check their work.

Stories can have sentences or paragraphs in the wrong order, cut into strips. Students must put the strips back in the proper order.

Using the picture sequences from *Action English Pictures*, write a sentence for each picture on a strip.

Cut out the pictures and the students match the pictures to the sentences, then put the entire sequence in the proper order.

After reading a passage, multiple choice questions are given on index cards. A pencil sized hole is punched next to each possible answer. The student puts a pencil through a hole, turns over the card and the correct response is circled.

Reading passages can be given where the ending is not included. Students then must write their own ending to the story. One example of this is the classic "The Lady or the Tiger."

Help wanted ads are cut out of the newspaper, with questions about the ad written by the teacher. The same can be done with ads for housing rentals.

Writing Activities

Students can be given a dialogue with one speaker's portion deleted. Students then write that portion of the dialogue. Since this is an activity that cannot be self corrected, students can compare dialogues in pairs, or turn them in to the teacher for correction later.

Cartoons are given with the dialogue missing. Students write their own dialogue, then compare with the original. A good source of cartoons with no captions, based on real life activities is *Lexicarry*.

For preliteracy skills practice, include worksheets of letters which students can practice copying.

For letter-writing practice, folders of sample business and personal letters plus a set of index cards with instructions such as "Write a thank you letter to an American family for having you over for dinner last Saturday night" or "Write a letter to Acme Publishing Company requesting a copy of a book you would like to purchase." Students choose an index card and write a letter, using the sample letters a guidelines.

Sounds Intriguing is a small book and accompanying tape of short sound sequences. Students can listen to the sequence and write a story about what occurred. Later, the sequences can be played to the entire class and the students can share their stories.

Grammar Activities

For practice with grammatical structures, fill-in-the-blank exercises can be taken from existing textbooks or developed by the teacher. Verb tenses, prepositions, question formation, adjective placement and modals lend themselves well to this type of activity. Be sure to include an answer key with these.

For word order practice, sentences or questions can be used with each word on a separate card. The cards are numbered on the back side. Students put the cards in order, and turn them over to correct their work. Each set of cards should be kept together in an envelope or with a rubber band.

DIALOGUE JOURNALS

What is a dialogue journal?
A dialogue journal is a conversation between a teacher and a student that is written and takes place regularly. It can be done in notebooks or with pieces of paper stapled together. The characteristics of a dialogue journal are:

- The writing has the qualities of a **good conversation.**
- The writing is **student-generated.**
- The writing is **continual.**
- The writing is **functional**; students request information, offer opinions, describe personal problems, apologize, complain, etc.

When and how is it used?
The teacher passes out the journals at the beginning of class and students write in them for about 15 minutes. The students are instructed to write on any topic they wish and the teacher will write back to them. No topics are assigned; the writing becomes student-centered and generated.

No corrections of spelling, grammar, etc. are done by the teacher. The teacher, however, can model correct structures, vocabulary, spelling, etc. and students seem to acquire and use them.

What are the benefits of dialogue journals?
There are **increased opportunities for communication** between students and teachers. They both get to know each other on a personal level. Some teachers say that this increases attendance.

Dialogue journals **work well in multilevel classes** because the teacher can gear his/her response to make it challenging for the student at an appropriate level.

Dialogue journals can assist in **class management**. When done at the beginning of class, students who come late don't miss out on a lesson, they just don't get to read and write in their journal. The teacher is freed up for 15 minutes to register new students and acquaint them with classroom routines, or to work on literacy with the nonliterate students.

The teacher also can gain information that will help in **lesson planning**. Common errors can be explained later in class. Interest in various topics can be used to plan future lessons. The journals provide a permanent, ongoing record of each student's progress that can be used as an **evaluation** tool.

Students have the opportunity to use **writing for genuine communication** and at the same time, they get experience **reading** something other than a textbook or worksheet.

Teachers report that they **never tire of reading and responding to dialogue journals**. While correcting papers may be a chore, this never becomes one. When students are asked what their favorite part of the class is, the majority respond that the journals are!

For further reading:

Peyton, Joy Kreeft and Reed, Leslee (1990). *Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers.* Alexandria: TESOL.

INFORMATION GAP ACTIVITIES

What is an information gap activity?

In an information gap activity students work in pairs to reinforce previously learned material. They do not have the same information. They must interact to acquire the information they don't have by asking questions. Because the information they don't have is needed to complete a task, they are motivated to communicate. They must use English to ask for clarification and repetition.

What level of students can do information gap activities?

All proficiency levels can do an information gap. For beginning level students, the gap is very small, requiring only one or two word responses. In higher levels, the gap requires a more complex response.

How is an information gap done?

An information gap is most commonly used to reinforce previously learned material. Adapting existing materials is a good way to create an information gap. The instructor can create two different versions of a worksheet, such as one which shows prices of clothing items. Other examples of information gaps are:

Students dictate scrambled words to each other and unscramble them together.
Students dictate lists of numbers, addresses, dates to each other.
Students describe the contents of a house, refrigerator, classroom, etc. to their partners.
Student tell time on a series of clocks while their partners draw hands on blank clocks.
Student describe building locations and write them on maps.
Student describe locations of states, cities, or weather reports to their partners.

What does the instructor do during an information gap?

The instructor should first present the language necessary for the task. Then he/she should model the task so that students know what is expected of them, and finally, monitor the students' use of English and provide feedback.

VOCABULARY BINGO

What is Vocabulary Bingo?

Vocabulary Bingo is excellent practice for reinforcement of previously learned words. It works well in a multilevel class because high level students can assist low level students with their Bingo grids. Students are focused on the game and everyone listens attentively.

How are the Bingo grids prepared?

The teacher makes a large Bingo grid (5 squares across, 5 squares down, FREE, in the middle) on a ditto master and runs off copies for each student in the class. From 25 to 40 vocabulary items that have already been learned in class are chosen. It is best to keep these items within one theme, such as food or housing. Each word is written on a separate piece of paper and put into an envelope. In class, write all of these words on the board. The students fill up their grid by placing one word in each square **in random order.** In this way, the teacher does a minimal amount of preparation for the game.

How is Vocabulary Bingo played?

The teacher should first explain to the students how the game is played. Vocabulary words such as horizontal, vertical and diagonal can be taught when explaining how one wins at Bingo. Students need to be taught to say "**BINGO**" when they have won. Phrases such as "Do you have it?" "No, you don't," "Yes, you do," "There it is," "I can see it" can also be taught. The higher level students ca . use these phrases as they assist the lower level students.

As the teacher calls the words, the students cross out the words on their paper, or small pieces of paper can be used as Bingo tokens and the grids can be used again.

When calling the words, the teacher can hold up pictures of the vocabulary items as an aid for students with low levels of literacy. The teacher should circulate among the students and aid those who are having trouble. These students can be shown the slip of paper which has just been called, so they can compare it with the words on their grid.

After Bingo has been called, the teacher can add to the English practice by say "Who has Bingo?" The students respond "He/She does" or "I do." "Congratulations" is a

useful phrase for the class to then practice.

Prizes may be given or not, depending on the teacher. Penny candy, pencils, or stickers are inexpensive prizes. If prizes are given, further practice with pronouns can be done. "Is this his/her/your prize?" "Whose prize is this?" "It's mine/his/hers."

Adapted from:

Winn-Bell Olsen, Judy (1977) *Communication Starters and Other Activities for the ESL Classroom*. Englewood Cliffs, NJ: Prentice Hall Regents.

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